



## **Developing Teaching Talent through Coaching-Based Instructional Leadership**

There is a positive correlation between high teacher efficacy and high student achievement. School administrators with strong instructional leadership skills can greatly impact student achievement by increasing teachers' instructional talents and efficacy. Effective instructional leaders cycle the action and interaction of leader and coaching roles. The cycle of instructional coaching includes:

1. Use of multiple data sources, artifacts, and evidence to assess instructional strengths and growth needs of their faculty and individual teachers
2. Identification of growth targets and development of plans to lead/coach for improvement of instruction and strengthening professional practices
3. Analysis of evidence to determine instructional growth and choose next steps to continue support and development of quality teaching and learning
4. Reflection and refinement of plans based on continuous observation and feedback
5. Connecting the evidence gathered to professional teaching standards, state teacher evaluation processes, and district initiatives

Effective instructional leaders recognize the leverage that quality teaching has on student learning. They build their own talents at using a variety of on-going formative assessment methods that gather evidence about their teachers' instructional impact on learning, and they constantly refine their coaching skills on how to improve their teachers' talents.

Over the course of this interactive process, participants will engage in collaborative exploration and discussion of how to gather evidence of instructional skills and student learning. They will begin to build a toolbox of coaching methods, and practice using different coaching techniques that go beyond typical formal observation. School leaders will refine how to collect and connect formative assessment evidence to teacher evaluation processes.

### **Developing Teaching Talent through Coaching-Based Instructional Leadership**

Building Teacher Efficacy

Gathering formative teaching and learning evidence Quick Notes, Five Minute  
Coaching, Reinforcement Coaching,  
Reflective Coaching, Instructional Coaching  
Connecting observation-based coaching and evidence gathering  
to teacher evaluation processes



# THE CENTERS FOR QUALITY TEACHING AND LEARNING

## Developing Teaching Talent through Coaching-Based Instructional Leadership

Days 1 - 6

### Day 1 Introductory Seminar

#### *Teacher Efficacy and Developing Teaching Talent*

This is a 6 hour session. The meeting place should be a location conducive to group work and open discussion about teaching talent.

This seminar introduces the principles of developing teaching talent through coaching-based instructional leadership.

#### **Principles of Developing Teaching Talent through Coaching-Based Instructional Leadership**

1. Teaching talent has a great impact on student achievement.
2. Developing teaching talent is a skill. Three important elements of this skill are ***pattern recognition***, ***retrieval fluency***, and ***coaching/feedback skills***.
3. Learning develops from prior knowledge and mastered skills.
  - Talking about classroom observations helps instructional leaders/coaches build clarity (metacognition) regarding current knowledge levels. This in turn identifies specific schemas to which new knowledge is added.
4. Skilled instructional leaders/coaches ***recognize patterns*** of effective teaching that less skilled observers may miss.
  - Looking for instructional patterns, discussing observations, and clarifying patterns of effective teaching strategies/skills will build instructional coaching operational knowledge.
5. Skilled instructional leaders/coaches have ***retrieval fluency*** and can identify the specific effects instructional patterns have on student achievement.
  - As instructional leaders/coaches build their operational knowledge about effective instructional patterns, they concurrently increase their retrieval fluency about how research indicates identified patterns impact on student learning.

### Day 2 - 5 On-Site Teaching Studies

District leadership is divided into cohorts of 10-12 participants. On days 2 - 4 each cohort meets for 3 hours at an identified school. The leaders participate in facilitator-guided visits to classrooms of volunteer teachers. Guided practice of coaching-based instructional leadership skills follows each class visit.

Day 2 - *The Quick Visit and Talent Reinforcement*

Day 3 - *The Expanded Quick Visit - Adding Teacher Input*

Day 4 – Application and practice of learned skills

Day 5 - *The Reinforcement Coaching Conference*

### Day 6 Culminating Teaching Studies focused on Reflective Coaching and Instructional Coaching

#### *The Reflective and Instructional Coaching Conference*

This session is 6 hours and meets at the same location as Day 1 or another similar location.